RELATIONSHIP BETWEEN POLITICAL FUNCTIONING OF SCHOOL PRINCIPAL AND INTERACTIONAL JUSTICE AS PERCEIVED BY SECONDARY SCHOOL TEACHERS

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ABSTRACT

The aim of this research is to ascertain relationship between perceived political functioning of secondary school principals and interactional justice as perceived by secondary school teachers. Survey correlational method was employed. 597 secondary school teachers from Mumbai were the respondents. For gathering data rating scales were used. The obtained data were analysed using the MS Excel and Vassar stats.

The findings from the research revealed that there is a direct positive relation between political functioning and interactional justice as perceived by of secondary school teachers on the basis of school type and gender.

KEY WORDS: Political Functioning, Interactional Justice, Aided and Unaided School.

INTRODUCTION

A number of scholars (e.g., Folger, 1987, 1993; Greenberg, 1990b) have argued that if organizational decisions and managerial actions are deemed unfair or unjust, the affected employees experience feelings of anger, outrage, and resentment. The literature on employee-employer relations shows that an employee expects the organization to treat him/her with respect, dignity, honesty and to extend equal treatment to all members (Janssens, Sels, & Van den Brande, 2003). Bies and Moag (1986) referred to this notion as interactional justice, which is the perception of the quality of treatment an employee receives when policies and procedures are implemented in the workplace. Perceptions of interactional justice are important over time and are unaffected by the individual's self- interest. According to Kickul et al. (2002), interactional justice (interpersonal sensitivity), is the variable which is more influential and having more impact in terms of how worse the employees would react to a negative intrinsic outcomes as compared to the procedural part of the policies and procedures. It is possible that political functioning of principals has some bearing on the interactional justice. Political functioning means the capacity of principal to exert their will over others, networking ability, techniques of influence. As an investigator a need arose to ascertain the relationship between political functioning and interactional justice.

REVIEW OF THE RELATED LITERATURE

According to Bana, Z. and Khaki, J. (2015), the principals perceptions of their roles and responsibilities rotated mostly around the axis of "control" of their organisations and its smooth functioning. Mette, I. M. and Range, B. G. et.al (2015), points towards the importance of teachers and principals working together to provide engaging instruction to drive increased student achievement while implementing school reform and improvement efforts. According to Swapnisha, P. (2013), managerial effectiveness is the ultimate result of managerial competencies of managers having high emotional intelligence. Cappetta, R. and Magni, M. (2015) showed that the contextual characteristic of interactional justice mitigates the negative effect the individual trait of locus of control on individual learning. According to Li, Y. (2014) organizational justice was a strong predictor of affective commitment. Specifically, interactional justice predicted affective commitment the most strongly, whereas distributive justice, unexpectedly, had no significant influence on affective commitment. Furthermore, both emotional exhaustion and personal accomplishment were important partial mediators of the relationship between interactional justice and affective commitment. Young, L. E. et al (2013) showed that the enjoyable interaction dimension of rapport between instructor-student positively predicted perceptions of all procedural and interactional justice. According to Zara Sabeen (2012) there is a significant positive impact of leadership behavior in stimulating the perceptions of interactional justice.

After reviewing the relevant literature the researcher observed that there were no studies done on perceived political functioning in relation to interactional justice. Therefore there was a need to conduct a study of this kind.

STATEMENT OF THE PROBLEM

"Relationship between Political Functioning of School Principal and Interactional Justice As Perceived by Secondary School Teachers

This study aims to ascertain relationship between political functioning of school principals and interactional justice as perceived by the teachers of aided and unaided schools as well as by male and female teachers.

OPERATIONAL DEFINITIONS OF THE IMPORTANT TERMS

I. Political Functioning: Political functioning is operationalised as the capacity of educational manager or principal to exert their will over others through the use of techniques of influence and other tactics, apparent sincerity, networking ability, social astuteness.

II. Interactional Justice: Interactional justice is operationalised as the educational manager's or principal's quality of being fair and treating others with politeness, dignity, respect and convey information about specific and correct events, procedures and outcomes on time.

III Aided School: School receiving one half of its maintenance costs from public funds (Government Fund). The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules. IV Unaided School: These schools are not government funded. These schools are fully owned and controlled by the private management. But these institutions are still subject to the government rules to some extent, especially in the monetary respects, curriculum, syllabus, examination.

SCOPE OF THE STUDY

The present study investigates the relationship among perceived political functioning of secondary school principals and interactional justice on the basis of teachers gender and school type.

There are three different types of boards for secondary schools in India. These are Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) and Secondary School Certificate Board (SSC). The study is confined to the teachers of English and Marathi medium school affiliated to Secondary School Certificate (SSC) board schools of Maharashtra State Board and did not include those teachers in any other school board like IB, ICSE, and CBSE.

The field of working is limited only to secondary schools in Greater Mumbai and does not include schools coming under the jurisdiction of Thane and Navi Mumbai. The respondents were from English and Marathi medium schools of SSC board. The study excluded the other vernacular medium such as Urdu and Gujarati. The present study is limited to secondary schools and it does not include primary or pr-primary schools.

SIGNIFICANCE OF THE STUDY

The application and utilization of study is the significance of that study.

The strength of any profession depends upon the degree of commitment of its members. Education system of a developing country is considered to be the backbone and teachers are the central part of the education system. The capability and quality of educational manager or principals' and their managerial qualities determines the success of education system. The study will be helpful as guidelines to management to improve interactional justice with the use of new tech-

niques. This study could be helpful to the educational managers to enhance the quality of their interaction which in turn improve perception of fairness.

OBJECTIVE OF THE STUDY
The objective was to ascertain the relationship between perceived political functioning of secondary school principal and interactional justice of secondary school.

HYPOTHESIS
It was hypothesised that there is no significant relationship between political functioning of secondary school principals and interactional justice as perceived by secondary school teachers on the basis of

a) School Types. (Aided and Unaided)

b) Gender. (Male and Female)

RESEARCH DESIGN OF THE STUDY
The Methodology of the present study is co-relational.

Sample used for the study, comprise of 597 secondary school teachers of 49 schools affiliated to Maharashtra State Board of Secondary and Higher Secondary Education in Greater Mumbai from North, Central and South zone.

Tools to study these variables were administered to secondary school teachers from Greater Mumbai North, Central and South zone.

Following tools were used for the purpose of the present study

1. Political Functioning Rating Scale was developed by the Researcher,

2. Interactional Justice Rating Scale (Neihoff and Moorman (1993)).

For techniques of data analysis statistical techniques used was the coefficient of correlation.

TESTING OF HYPOTHESIS
Table 1 shows the r value for the relationship between political functioning and interactional justice.

Table 1
Relationship between Political Functioning with Interactional Justice

Variables		Group	N	df	Table Values		r	LOS	Variance
					0.05	**0.01**			
Political Functioning with Interactional Justice	School Type	Aided	394	392	0.098	0.129	0.74	0.01	54.68
		Unaided	203	201	0.113	0.149	0.75	0.01	56.16
	Gender	Females	445	443	0.088	0.115	0.76	0.01	58.42
		Males	152	150	0.139	0.182	0.67	0.01	44.62

FINDINGS AND CONCLUSIONS
The obtained r values in table 1 indicate direct positive relationship between political functioning of secondary school principals and interactional justice in secondary school for all groups. Thus the null hypothesis is rejected and it can be concluded that there is significant relationship between political functioning of secondary school principals and interactional justice as perceived by secondary school teachers. The relationship between perceived political functioning of secondary school principals and interactional justice of secondary school teachers on the basis of school type, gender of teachers is significant at 0.01 levels indicates that out of 100 trials; 99 times the results will be similar.

The r value indicates that the relationship is strong in magnitude. This indicates that when principal functions in a manner of resolving conflicts, building team, influences others for the benefit of teachers, apparent sincerity. This leads to perception of justice among all.

CONCLUSION AND DISCUSSIONS
There is a direct positive relationship between political functioning of secondary school principals and interactional justice as perceived by secondary school teachers on the basis of school type and gender of teachers. This indicates that better the perceived political function more the teachers are perceived to be treated with fairness, self respect, dignity, politeness and the information shared by the principal convey information on time. Better the perceived networking ability, social astuteness, and other techniques of influence more effective is the interactional justice in form of informational justice and interpersonal justice. The explanation for interactional justice in the workplace is grounded in social exchange theory and norm of reciprocity (Cropanzano & Mitchell, 2005). From the social exchange perspective, employees expect fair, honest, courteous, and truthful treatments from the organization and/or its agents. The findings are consistent with the findings of Reave (2005), Fry (Vitucci), and Cedillo (2005) and others in the field of spiritual leadership and transformational leadership (Burns, 1978; Bass, 1985; Bass and Stiedmeire, 1999 etc). Weaver et al. (2005) also found the characteristics of ethical leadership such as honesty, fairness and caring to be positively influencing employee attitudes and perceptions.

Now days school principal plays multiple roles like school manager, instructional leader, and school reformer. As a manager principal has to focus on school policies, public relation, and academics planner. Principals are responsible for overall school operations. The school principals duty is to improve the school instructional programme which would raise the students achievement.

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